Glenden State School’s commitment to learning and wellbeing

LEARNING ENVIRONMENT

A positive school ethos and rich learning environment that is open, respectful, caring and safe optimises learning through a commitment to wellbeing.

Glenden State School does this by:
- maintaining our strong team ethos across the school
- providing opportunities for staff to maintain their own wellbeing through our health and wellbeing program and activities and our staff social club
- creating smaller staff communities through year levels, sectors, teams and committees
- supporting an inclusive education program through our Support Teacher – Literacy and Numeracy, SWD Teacher and support staff for students with disabilities
- building the capacity of our Student Leaders and School Council who regularly meet, present ideas and participate in leadership training opportunities
- embedding SWPBS and our school’s Responsible Behaviour Plan
- taking into account the individual circumstances of students when applying individual behaviour support or applying consequences for inappropriate behaviour
- Focussing on improving student learning outcomes through quality teaching and learning which include the following principles:
  - explicit teaching (I do, we do, you do)
  - explicit constructive feedback
  - teaching of thinking skills
  - high expectations both of learning outcomes and behaviour
  - strong partnerships with families and communities

CURRICULUM AND PEDAGOGY

Curriculum that enhances wellbeing equips students with the knowledge, skills, attitudes and strategies to understand and manage themselves and their relationships. Pedagogy that enhances wellbeing builds positive relationships.

Glenden State School does this by:
- demonstrating a commitment to pedagogical training, enhancement, focus and evidence of embedded practice of differentiation
- providing resources for staff to teach, reinforcing our valued behaviours
- providing supporting resources for parents and students
- reinforcing positive behaviour through a consistent system of recognition and rewards for both learning and behaviour
- supporting and monitoring an individual’s development in essential reading, writing, number, oral language and health skills
- supporting student transition from primary to secondary education
- having differentiated curriculum design with a focus on the individual using data to drive decisions
POLICIES AND PROCEDURES
Policy intentions are transformed into action by school staff, students and the wider community.

Glenden State School does this by:
• working collaboratively with our Student Council and School Parents and Citizens’ Association to develop and review policies and procedures
• consulting widely with the school community through parent forums and utilising school and community support

PARTNERSHIPS
Productive partnerships expand the knowledge, skills and resources available in the school

Glenden State School does this by:
• establishing meaningful partnerships both within and outside the school with a focus on providing the best education for all students
• working with relevant support and community groups to meet the needs of particular students and, if relevant, their families
• ensuring that teaching is connecting and respecting the life experiences and cultures of our students
• ensuring that school is a harmonious place and that students have a sense of belonging to the school
• acknowledging and valuing parents as integral part of their child/children’s education and of the school community
• ensuring relevant and timely communication between the teacher, the child and the parent/s and/or caregivers

*The mention of specific organisation, programs or resources does not imply that they are endorsed by the Department of Education, Training and Employment.